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Chapter 2: Prominent Approaches in Life-Span Development

Learning Outcomes

Learning Outcome 1: Describe the psychoanalytical approach and the contributions of major theorists.

A. Psychoanalytic
   1. Freud
   2. Erikson

Learning Outcome 2: Compare and contrast theories within the cognitive approach.

A. Cognitive
   1. Piaget
   2. Vygotsky

Learning Outcome 3: Discuss and examine the behavioural and social cognitive approach, including the contributions of Pavlov, Skinner, and Bandura.

A. Behaviourist
   1. Pavlov
   2. Watson
   3. Skinner
   4. Bowlby

Learning Outcome 4: Describe the ethological approach including the contributions of Darwin, Lorenz, Bowlby and Goodall.

A. Ethological
   1. Darwin
   2. Lorenz
   3. Bowlby
   4. Goodall

Learning Outcome 5: Describe and evaluate the humanist approach including the contributions of Rogers and Maslow.

A. Humanists
   1. Rogers
   2. Maslow

Learning Outcome6: Describe Bronfenbrenner's bio-ecological approach.

A. Bio-ecological
   1. Bronfenbrenner

Learning Outcome 7: Compare and contrast four contemporary approaches to human growth and development

A. Contemporary Approaches
   1. Positive Psychology
      a. Martin Seligman
      b. Mihaly Csikszenmihalyi

   2. Neuroscience/Neuroplasticity
   3. Evolutionary Psychology

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4. Dynamic Systems

Learning Outcome 8: Discuss the eclectic approach.

Chapter Outline

PROMINENT APPROACHES IN LIFE-SPAN DEVELOPMENT

(LO1) Describe the psychoanalytical approach and the contributions of major theorists.

The Psychoanalytic Approach

1. Sigmund Freud (1856 – 1939)
   - Sigmund Freud developed **psychoanalytic theory** in Austria in the late 1800s and early 1900s. His theory was based on the study of mentally ill patients and describes development as primarily unconscious.
   - Behaviour is merely a surface characteristic and, to truly understand development, symbolic meanings of behaviour and the deep inner workings of the mind must be analyzed.
   - Freud believed that personality has three structures:
     - The id consists of instincts, which are an individual's reservoir of psychic energy. This unconscious component has no contact with reality.
     - The ego deals with the demands of reality and uses reasoning to make decisions. Neither the id nor the ego has any morality.
     - The superego is the moral component of personality. The ego must balance the demands of the id and the conscience of the superego.
   - Freud stated that all individuals proceed through five psychosexual stages and that at each stage individuals experience pleasure in one part of the body more than in others (erogenous zones).
   - Adult personality is determined by the way individuals resolve conflicts between these erogenous zones and the demands of reality. Fixation occurs when the individual remains locked in an earlier developmental stage because needs are either under- or overgratified.
   - The five psychosexual stages follow:
     - During the *oral stage* (0 to18 months), the infant's pleasure centers on and around the mouth.
     - During the *anal stage* (1 1/2 to 3 years), the child's greatest pleasure involves the anus, or the eliminative functions associated with it.
     - The *phallic stage* (3 to 6 years) involves self-manipulation of the genitals in order to provide pleasure and reduce tension.
     - The Oedipus complex is the young child's intense desire to replace the same-sex parent and enjoy the affections of the opposite-sex parent. At 5 or 6 years, children anticipate that the same-sex parent may punish them for these desires. Thus, they identify with and strive to be like the same-sex parent.
     - During the *latency stage* (6 years to puberty), children repress all interest in sexuality and develop social and intellectual skills.
     - The *genital stage* (from puberty on) involves sexual reawakening. Sexual pleasure comes from outside the family.

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2. *Erik Erikson (1902 – 1994)*

- Erik Erikson developed the psychosocial theory of development. Believing that motivation is primarily social in nature, he modified Freud's psychoanalytic theory by replacing sexual motivations with social motivations.
- Erikson's theory consists of eight psychosocial stages that extend through the life span. Each stage consists of a unique developmental task that confronts individuals with a crisis that must be faced.
- The eight psychosocial stages follow:
  - *Trust vs. Mistrust* (1st year): A sense of trust requires a feeling of physical comfort and a minimal amount of fear and apprehension about the future.
  - *Initiative vs. Shame and Doubt:* (1 to 3 years): After gaining trust in their caregivers, the challenges of a widening social world appear. Guilt may result if the child is irresponsible and is made to feel too anxious.
  - *Industry vs. Inferiority* (elementary school years): Children's initiative helps them focus their energy on mastering knowledge and intellectual skills.
  - *Identity vs. Identity Confusion* (adolescence): Individuals are faced with finding out who they are, what they are about, and where they are going in life.
  - *Intimacy vs. Isolation* (early adulthood): Individuals face the task of forming intimate relationships with others.
  - *Generativity vs. Stagnation* (middle adulthood): Generativity results from assisting the younger generation in developing and leading useful lives.
  - *Integrity vs. Despair* (late adulthood): This stage involves reflecting on the past and either piecing together a positive review or concluding that one's life has been wasted.

3. *Other Psychoanalytic Theories (Neo-Freudians)*

a. Alfred Adler believed human quest to fulfill potential to be the primary motivating factor.

b. Karen Horney critiqued Freud's view of gender, was the first woman president of the American Psychological Association (APA) and examined neurosis and neurotic trends.

c. Carl Jung identified 3 states of consciousness: the conscious, the personal unconscious, and the collective unconscious.

d. Anna Freud made significant contributions to understanding the ego, its conflicts with reality, and defense mechanisms with respect to children. Eric Fromm believed human nature to be influenced by dysfunctional social patterns.

4. *Evaluating the Psychoanalytic Theories*

Contributions of psychoanalytic theory:

- Early experiences and family relationships play an important part in development.
- Personality can be better understood if it is examined developmentally.
- Unconscious aspects of the mind need to be considered.
- Changes take place in adulthood as well as childhood (Erikson).

Criticisms of psychoanalytic theory:

- The main concepts of psychoanalytic theories have been difficult to test scientifically.
- Many of the data used to support psychoanalytic theories come from individual reconstruction of the past, often the distant past, and are of unknown accuracy.
- The sexual underpinnings of development are given too much importance (Freud).
- The unconscious mind is given too much credit for influencing development.
- Psychoanalytic theories present an image of humans that is too negative (Freud).
- Psychoanalytic theories are culture and gender-biased.

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(LO2) Compare and contrast theories within the cognitive approach.

The Cognitive Approach

Jean Piaget (1896 – 1980)

- Jean Piaget's **theory of cognitive development** states that children actively construct their understanding of the world and go through four stages of cognitive development. Each of the four stages is age-related and consists of qualitatively different ways of thinking.
- Two processes, organization and adaptation, underlie this cognitive construction of the world.
  - Organization involves the rearrangement of schemes based on experience.
  - Adaptation involves the changing of cognitive schemes to further understanding through assimilation and accommodation.
    - **Assimilation**: Incorporation of new information into existing knowledge.
    - **Accommodation**: Creation of new knowledge or modification of existing knowledge.
- Piaget's four major stages of cognitive development follow:
  - *Sensorimotor* (0 to 2 years): Infants construct an understanding of the world by coordinating sensory experiences with physical, motor actions.
  - *Preoperational* (2 to 7 years): Children begin to represent the world with words, images, and drawings. Children still lack the ability to perform operations (internalized mental actions).
  - *Concrete Operational* (7 to 11 years): Children perform operations, and logical reasoning replaces intuitive thought. Reasoning is limited to specific or concrete examples.
  - *Formal Operational* (11 to 15 through adulthood): Individuals move beyond concrete experiences and think in abstract and more logical terms.

Lev Vygotsky (1896 – 1934)

· **Vygotsky's theory** emphasizes development analysis, the role of language, and social relations.

- The following three tenets form the basis for Vygotsky's theory:
  - To understand cognitive skills, they need to be developmentally analyzed and interpreted.
  - Cognitive skills are mediated by words, language, and forms of discourse, which serve as psychological tools for facilitating and transforming mental activity.
  - Cognitive skills originate in social relations and are embedded in a sociocultural backdrop.

The Information-Processing Approach

- The *information-processing approach* emphasizes that individuals manipulate information, monitor it, and strategize about it. This approach describes the development of thinking and memory as a continuous process.
- A computer analogy is used to explain the relation between cognition and the brain. The physical brain is described as the computer's hardware, cognition as its software.

Evaluating the Cognitive Theories

Contributions of cognitive theories:

- The cognitive theories present a positive view of development, emphasizing individuals' conscious thinking.
- The cognitive theories (Piaget's and Vygotsky's) emphasize the individual's active construction of understanding.
- Piaget's and Vygotsky's theories underscore the importance of examining developmental changes in children's thinking.
- The information-processing approach offers detailed descriptions of cognitive processes.

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Criticisms of cognitive theories:

- There is skepticism about the pureness of Piaget's stages.
- The cognitive theories do not attend to individual variations in cognitive development.
- The information-processing approach does not provide an adequate description of developmental changes in cognition.
- Psychoanalytic theorists argue that the cognitive theories do not give enough credit to unconscious thought.

(LO3) Describe and examine the behavioural and social cognitive approach, including the contributions of Pavlov, Skinner, and Bandura.

The Behavioural and Social Cognitive Approach

1. Behaviourism

- Behaviourists propose that scientists should only study observable behaviours.
- *Ivan Pavlov's classical conditioning* occurs when a neutral stimulus acquires the ability to produce a response originally produced by another stimulus.
- *John Watson* applied classical conditioning to a boy named Little Albert.
- *Skinner's operant conditioning* involves changing the probability of the behavior's occurrence. Rewards increase the likelihood of reoccurrence. Punishment reduces the likelihood of the behaviour.

2. Social Cognitive Theory

- **Social cognitive theory** emphasizes the reciprocal relationship between behavior, environment, and cognition as the key factors in development. Imitation and modeling are the main concepts in this theory.
- *Albert Bandura and Walter Mischel* are the leading proponents of this theory.

Evaluating the Behavioural and Social Cognitive Theories

Contributions of behavioural and social cognitive theories:

- An emphasis on the importance of scientific research.
- Focus on the environmental determinants of behavior.
- Underscoring the importance of observational learning (Bandura).
- An emphasis on person and cognitive factors (social cognitive theory).

Criticisms of behavioural and social cognitive theories:

- Too little emphasis on cognition (Pavlov, Skinner).
- Too much emphasis on environmental determinants.
- Inadequate attention to developmental changes.
- Too mechanical and inadequate consideration of the spontaneity and creativity of humans.

(LO4) Describe the ethological approach, including the contributions of Darwin, Lorenz, Bowlby and Goodall

The Ethological Approach

- **Ethology** stresses that behaviour is strongly influenced by biology, is tied to evolution, and is characterized by critical or sensitive periods

1. *Charles Darwin* (1809 – 1892) was the first to theorize the connection between humans and the rest of the animal kingdom; developed theories of natural selection and evolution.

2. By studying greylag geese, *Konrad Lorenz (*1903 – 1989) observed the process of imprinting (innate learning within a limited critical period of time that involves attachment to the first moving object seen).

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- A critical period is a fixed time period very early in development during which certain behaviours optimally emerge.

3. *John Bowlby* (1907 – 1990) is often called the Father of Attachment Theory because of his work on the innate bode between infant and caregiver.
   - Attachment theory focuses on mother-infant interactions from an ethological perspective.

4. J*ane Goodall* (1934 -) documented the social system of chimps enabling scientists to redefine long-held beliefs about the differences between humans and other primates.

Evaluating Ethological Theory

Contributions of ethological theory:
- Increased focus on the biological and evolutionary basis for development.
- Use of careful observations in naturalistic settings.
- Emphasis on sensitive period of development.

Criticisms of ethological theory:
- The critical and sensitive period concepts may be too rigid.
- Too strong an emphasis on biological foundations.
- Inadequate attention to cognition.
- The theory has been better at generating research with animals than with humans.

(LO5) Describe and evaluate the humanist approach, including the contributions of Rogers and Maslow.

The Humanist Approach

·The humanists believed that people work hard to become the best they can possibly become.

1. *Carl Rogers* (1902 – 1987) changed the nature of the patient analyst relationship by introducing a fully patient-centred philosophy:
   a. Unconditional positive regard and accurate empathic understanding are core aspects of Rogerian therapy
   b. According to Rogers fully functioning healthy personality has 7 key traits: openness, engagement in the here and now, reliable instincts about right and wrong, freedom of choice coupled with responsibility, creativity in expression, reliability and constructiveness, and a rich full life.
2. *Abraham Maslow* (1908 – 1970) identified a hierarchy of needs which he believed motivated human behaviour.
   a. Deficit needs are based on the concept of homeostasis, and include physical needs, safety needs, and love and belonging needs.
   b. Being needs include self-esteem and self-actualization

Evaluating the Humanist Approach

Contributions:
- A positive regard for human nature
- A more patient-centred philosophy governing patient client relationships.
- Role of environmental factors considered more fully.

Criticisms:
- Interpretation too subjective
- Lacks the scientific rigour of other approaches.

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(LO6) Describe Bronfenbrenner's bio-ecological approach.

The Bio-ecological Approach

- ***Urie* Bronfenbrenner (1917 – 2005) developed the bio-ecological theory** which consists of five interacting environmental systems ranging from direct interactions with social agents to cultural influences.
- Bronfenbrenner's five interacting systems follow:
  - The microsystem is the setting in which the individual lives, including direct interactions with the person's family, peers, school, and neighbourhood.
  - The mesosystem involves relations between microsystems or connections between contexts. Relations of family experiences to school experiences, school experiences to church experiences, and family experiences to peer experiences would be included in this system.
  - The exosystem is involved when experiences in another social setting—in which the individual does not have an active role—influence what the individual experiences in an immediate context.
  - The macrosystem refers to the culture in which an individual lives.
  - The chronosystem involves the patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances.

Evaluating Bio-Ecological Theory

Contributions of ecological theory:

- A systematic examination of macro and micro dimensions of environmental systems.
- Attention to connections between environmental settings (mesosystem).
- Consideration of sociohistorical influences on development (chronosystem).

Criticisms of the bio-ecological theory:

- Even with added discussion of biological influences in recent years, there is still too little attention to biological foundations of development.
- Inadequate attention to cognitive processes.

(LO7) Compare and contrast four contemporary approaches to human growth and development

1. *Positive Psychology* is the study of happiness and how happiness contributes to growth and development.
2. *Neuroscience & Neuroplasticity* - the scientific study of the brain, the nervous system, and the spinal cord to gain understanding to how these organs function and how they respond when the malfunction.
3. *Evolutionary Psychology* examines life's mysteries by integrating evolutionary biology with psychology.
4. *Dynamic Systems* is an approach that links physical experience becoming embedded in the nervous system.

(LO8) Discuss the eclectic approach.

An Eclectic Theoretical Orientation

- An **eclectic theoretical orientation** does not follow any one theoretical approach, but rather selects and uses from each theory whatever is considered the best in it.

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Summary of Prominent Approaches

Theorist	Dates	Type of Theory	Years of Publication	Publications
Charles Darwin	1809 - 1882	Naturalist Ethological	1859	· *The Origin of the Species by Means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life or "The Origin of Species" for short.*
Ivan Pavlov	1849 - 1936	Behaviourist	1927	· *Conditioned Reflexes*
Sigmund Freud	1856 - 1939	Psychoanalytic	1895 1900 1917 1923 1933	· *Studies on Hysteria* · *The Interpretation of Dreams* · *A General Introduction to Psychoanalysis* · *The Ego and the Id* · *Why War?*
Alfred Adler	1870 - 1937	Psychoanalytic	1921 1928	· *The Neurotic Constitution* · *Understanding Human Nature*
Karl Jung	1875 - 1961	Psychoanalytic	1923	· *Psychological Types*
Karen Horney	1885 - 1952	Psychoanalytic	1942 1950	· *Self Analysis* · *Neurosis and Human Growth*
Jean Piaget	1896 - 1980	Cognitive	1932 1952 1952 1954 1962 1969 with B. Inhelder	· *The Moral Judgment of the Child* · *A History of Psychology in Autobiography.* · *The Origins of Intelligence* · *The Construction of Reality in the Child* · *Play, Dreams, and Imitation* · *The child's conception of space*
Lev Vygotsky	1896 - 1934	Cognitive	1934	· *Thought and Language*
Eric Fromm	1900 - 1980	Psychoanalytic	1941 1955 1956 1970	· *Escape from Freedom* · *The Sane Society* · *The Art of Loving* · *The Anatomy of Human Destructiveness*
Erik Erikson	1902	Psychoanalytic	1950 1968 1969	· *Childhood and Society* · *Identity: Youth and Crisis* · *Ghandi's Truth*

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Karl Rogers	1902- 1987	Humanist	1951 1980 & 1995	· *Client Centered Therapy* · *A Way of Being*
Konrad Lorenz	1903	Ethological	1965	· *Evolution and the Modification of Behavior*
B. F. Skinner	1904 - 1900	Behaviorist	1938 1957	· *The Behavior of Organisms: An Experimental Analysis* · *Verbal Behavior*
John Bowlby	1907	Ethological	1969 1980 1989	· *Attachment and Loss (Vol. 1)* · *Attachment and Loss (Vol. 3)* · *Secure and Insecure Attachment*
Abraham Maslow	1908 - 1970	Humanist	1968 1954 & 1970	· *Towards a Psychology of Being* · *Motivation and Personality*
Urie Bronfenbrenner	1917 - 2005	Ecologist	1986 1998 with P. Morris 2000	· *Ecology of the Family as a Context for Human Development: Research Perspectives* · *The Ecology of Developmental Processes* · *Bio-Ecological Theory of Development*
Albert Bandura	1925	Social Cognition	1965 1977 1986 1998 2000 2001 2002	· *Influence of Models' Reinforcement of Contingencies on Acquisition of Imitative Responses* · *Social Learning Theory* · *Social Foundations of Thought and Action: A Cognitive Theory* · *Swimming Against the Mainstream: Accentuating the Positive Aspects of Humanity* · *Self-efficacy* · *Social Cognitive Theory* · *Selective Moral Disengagement in the Exercise of Moral Agency*
Jean Baker Miller	1928 - 2006	Psychoanalytic	1976 1991 1997	· *Toward a new Psychology of Women* · *Women's Growth in Connection* · *The Healing Connection*
Carol Gilligan	1936 - Present	Psychoanalytic	1982 1995 2002	· *In a Different Voice: Psychological Theory & Women's Development* · *Between Voice & Silence: Women & Girls, Race & Relationship* · *The Birth of Pleasure*

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Harriet Lerner	1944 - Present	Psychoanalytic	1988 1990's 2004	· *Women in Therapy* · *"Dance Books": The Dance of Anger, The Dance of Intimacy, The Dance of Deception, The Mother Dance, and the Dance of Connection* · *Fear and Other Uninvited Guests: Tackling the Anxiety, Fear and Shame That keep Us From Optimal Living and Loving*
Jane Goodall	1934 - Present	Ethological	2005 2002 2000 1986 2001	· *Harvest for Hope: A Guide to Mindful Eating* · *The Ten Trusts: What We Must Do to Care for the Animals We Love* · *Africa in my Blood: An Autobiography in Letters (Vol. 1)* · *The Chimpanzees of Gombe: Patterns of Behavior* · *Children's books - The Chimpanzees I Love: Saving Their World and Ours*
Martin Seligman	1942 - Present		1975 1991 1993 1996 2002 2004 2004 2011	· *Helplessness: On Depression, Development, and Death* · *Learned Optimism: How to Change your Mind and Your Life* · *What you Can Change and What You Can't: The Complete Guide to Successful Self-Improvement* · *The Optimistic Child: Proven Program to Safeguard Children from Depression & Build Lifelong Resilience* · *Authentic Happiness: Using the New Positive to REalize Your Potential for Lasting Fulfillment* · *Can Happiness be Taught* · *Character Strengths and Virtues* · *Flourish: A Visionary New Understanding of Happiness and Well-being*

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Mihaly Csikszentmihalyi	1934 - Present	Positive Psychology	1975	*Beyond boredom and Anxiety: Experiencing Flow in Work and Play*
			1990	*The psychology of Optimal Experience*
			1994	*The Evolving Self*
			1996	*Creatvity: Flow and the Psychology of Discovery and Invention*
			1998	*Finding Flow: The Psychology of Engagement with Everyday Life*
			2014	*The Systems Model of Creativity: The Collected Works of Mihaly Csikszentmihalyi*
			2014	*Applicationf os Flow in Human Development and Education: The Collected Works of Mihaly Csikszentmihalyi*

* This list of publications is meant to highlight the work of various prominent theorists and indicate the span of their professional contributions to the field. It is by no means exhaustive. Most of the theorists have a prolific number of publications to their names.

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Lecture Suggestions

Lecture Suggestion 1: Applications of the Cognitive Approach

LO2, LO6, LO7, LO8

Although classical learning theories have not figured large in developmental accounts of age-related behavioural change, they have contributed greatly to techniques for managing and teaching children and to the scientific study of children's behaviour. The concepts of classical and operant conditioning continue to be valuable to teachers and parents, and are enjoying a renaissance in educational practice throughout the country.

Lecture on the fundamental concepts of classical and operant conditioning. Spice your treatment liberally with sample applications of the concepts to child management or teaching. Point out how various features of behavioural control are operating even as you speak (the students are sitting in chairs, oriented to the front of the room, writing down what you have presented on overheads—all examples of stimulus control).

Students often erroneously define negative reinforcement as punishment. Negative reinforcement occurs when an unpleasant event is removed following a desired behaviour, thereby increasing the probability of the behaviour occurring again. Differentiate these terms. All reinforcements (positive and negative) increase the likelihood of the behaviour reoccurring. All punishments (positive and negative) decrease the likelihood of the behaviour reoccurring. Positive refers to the addition of something (giving candy or slapping). Negative refers to the removal of something (removing the child's toy or the uncomfortable shoes). Note that positive and negative are not referred to in the traditional sense. This lecture is most effective if you use multiple examples and if you encourage students to create their own examples.

Lecture Suggestion 2: Application of Bronfenbrenner's Bio-ecological Approach and Maslow's Hierarchy of Needs

LO4, LO5

Both Maslow and Bronfenbrenner worried that both economic and social pressures disadvantaged individuals in many ways, chiefly that parents are becoming too busy to provide adequate socialization skills for their children and that social pressures to conform limit, if not cripple the individual's core personality.

Review both theories and illustrate ways and means that social and economic pressures, as well as context and cohort effects, shape motivation.

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Classroom Activities

Classroom Activity 1: Theoretical Perspectives.

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8

This activity introduces various theoretical perspectives and also allows students to realize how much of the material they already know. What students offer will depend on how many psychology courses they have had prior to this course and their retention after reading the chapter. As an instructor, you will learn which theoretical perspectives need the most class coverage, what misconceptions the students have, and what strengths they have coming into the course. On the blackboard, list each of the following perspectives (you may use fewer, or modify labels, to fit how you cover the course material), leaving room below each to add comments. Then one by one have students contribute terms, ideas, and "great psychologists" associated with each. By the end of the exercise, they will be able to see some similarities and dissimilarities for each group.

Here is an example of this exercise from one class:

- PSYCHOANALYTIC: Freud, Adler, id, ego, superego, sex, early childhood, psychosexual stages, "mom's fault," Erikson, unconscious, defense mechanisms, dreams, Jung, Oedipal complex, birth order, sibling rivalry, inferiority, libido.

- BEHAVIOURAL/SOCIAL LEARNING: Skinner, Pavlov, reinforcement, punishment, imitation, Bandura, classical conditioning, operant conditioning, modeling, delay of gratification, Watson, token economy, systematic desensitization, behavioural modification, mazes, mechanistic.

- BIOLOGICAL/ETHOLOGICAL: Lorenz, split-brain, neurotransmitter, dopamine, genetics, heredity vs. environment, central nervous system, instinct, critical periods, pregnancy, genes, genetic counseling, DNA, autonomic nervous system, stress.

- Bio-ECOLOGICAL: environment, culture, ethnicity, Bronfenbrenner.

- COGNITIVE: Piaget, Ellis, memory, information-processing, Binet, Terman, intelligence tests, accommodation, assimilation, language, development, moral development, Kohlberg.

- HUMANIST: Maslow, hierarchy of needs, self-actualization, homeostasis

Logistics:

- Group size: Full class discussion.
- Approximate time: 45 minutes for full-class discussion.

Source:
Irwin, D. B., & Simons, J. A. (1984). *Theoretical perspectives class activity.* Ankeny, IA: Des Moines Area Community College.

Classroom Activity 2: Critical Analysis of Theories Using Developmental Themes.

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8

This activity builds on Learning Goal 5 of Chapter One: Describe three prominent issues in life-span development.

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We are never quite sure that students have grasped the basic components of developmental theories or that they know how the theories are the same and how they differ. To check their understanding and their ability to discriminate, list several theories and theorists down one side of a piece of paper and the distinguishing characteristics of the theories across the top of the paper.

Characteristics that could be used to discriminate between the theories include whether development is deterministic (yes or no), biology versus environment, stability versus change, whether there are critical periods for different aspects of development (yes or no), whether culture plays a role in development (cultural universal or cultural relativism), and the role of the participant in development (active or passive). The students' task is to indicate where each theorist or theory stands on each of the characteristics and to provide an explanation for their answer.

Emphasize that their reasoning behind their decisions is the primary focus. Students find the activity difficult; however, answers to essay questions about the theories show that they seem to learn a lot from the exercise.

Logistics:

- Group size: Small groups (2 -4), and then full class discussion.
- Approximate time: 30 minutes for small groups, then 30 minutes for full class discussion.

Classroom Activity 3: Psychological Theories and Methods and Everyday Information.

LO1, LO2, LO3, LO4, LO5, LO6, LO7

The purpose of this activity is for students to see the relationship between psychological theories and methods and everyday reading material and information. One week before you want to use this in class, have students find two or three articles on human development from parenting or other popular magazines. They should bring the magazine issue or copies of the specific articles to class.

Have the students get into small groups to discuss their answers to the following questions: Who is the audience for the articles (e.g., parents, teachers, adolescents)? What is the topic of the article? What are some examples of information provided? Does the article emphasize heredity (nature) or environment (nurture)? What theoretical perspective does the author seem to use (e.g., psychoanalytic, behavioural, humanistic, biological, cognitive, ecological)? Does the article rely on scientific findings, expert opinion, or case example? Do the conclusions of the articles seem valid?

For the following questions, consider all of the magazine articles that your group has collected. Which theoretical perspectives seem to be most popular with these magazines? What topics are getting the most coverage in the magazines? Are most articles well done and useful?

Logistics:

- Materials: Students must gather popular magazine articles.
- Group size: Individual, small group, and full class discussion.
- Approximate time: Individual (1 hour), small group (15 minutes), and full class discussion (30 minutes).

Source:
Simons, J. A. (1990). *Evaluating psychological value of magazine articles.* Central Iowa Psychological Services.

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Classroom Activity 4: How do Movies Make Use of Theories?

LO8

Have students watch ten minutes of a popular children's movie (Oliver Twist, Dora the Explorer, etc.). Select a segment in which the children are fully engaged in activities. The segment you select should afford students with ample opportunity to see how the various theories could be applied.

Divide the class into small groups and assign one theorist to each group. Ask each group to define the theory and find an example they think might reflect the theory. Then, ask each group to self-select a theory that they think is illustrated by the visual.

Ask the groups to summarize their discussion for the class and then have a full class discussion.

Logistics:

- Materials: Video, movie or television show
- Group size: small groups and full class discussion
- Approximate time: 50 minutes (10 minutes to watch selected media; 15 minutes for small group discussion; 25 minutes for full class discussion)

Classroom Activity 5: Theoretical Perspectives Influence Observations.

LO1, LO2, LO3, LO4, LO5, LO6, LO7

Divide the class into small discussion groups to consider the following questions: How does one's theoretical view of development affect the kinds of behaviours one notices? What behaviours would be observed by Freud, Piaget, an information-processing theorist, Skinner, Bandura, an ethological theorist, Bronfenbrenner, or one of the contemporary approaches when watching two children interact on a playground? Option 1: Have each group discuss each theory. Option 2: Have each group address one theory. Ask each group to nominate someone to write down the results of the discussion. The summary of each group's comments can be the basis for a general class discussion regarding the similarities and differences among the major theories of life-span development.

Logistics:

- Group size: Small groups (2-4), and then full class for a larger discussion.
- Approximate time:
- Option 1: 30 minutes for small groups, then 30 to 40 minutes for full class discussion.
- Option 2: 5 minutes for small groups, then 30 to 40 minutes for full class discussion.

Source:
King, M. B., & Clark, D. E. (1990). *Instructor's manual to accompany children.* Dubuque, IA: Brown.

Classroom Activity 6: Personal Application of Theories

LO1, LO2, LO3, LO4, LO5

Divide the class into groups of 4 – 6 students. Assign a theoretical approach to each group and ask students to design a poster that illustrates examples of applications of the approach they have either experienced or observed. Add a twist or puzzle to each group by giving additional information about the

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approach they are discussing and ask students to identify and describe strategies to address the puzzle.

Examples:

- Psychoanalytic Puzzle: What happens if we don't complete a stage adequately?
- Cognitive Approach: How might a classroom be organized so that children really contructed their learning environment?
- Behavioural: Since we are influenced by what we see, do we learn our prejudices and biases this way, and, if so, what strategies can we take to avoid unconscious bias?
- Ethological: Is it possible that the human will evolve into an even more complex being? If so, what would that be?
- Humanist: Does our need to belong cause us to conform and therefore lose our individuality?
- Bio-ecological: Do economic pressures create so much stress and tension in homes that parents are unable to help their children navigate school and community life.
- Contemporary Approaches:
  - *Dynamic Sytems - What aspects of your growth and development may be the result of physical experience embedded in your nervous system?*
  - *Evolutionary Psychology - Why do so many people live in poverty?*
  - *Neuroscience -*
  - *Positive Psychology* - What makes you happy and why?

Classroom Activity 7: Critical Thinking Multiple-Choice Questions and Suggested Answers.

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8

Discuss the answers to the critical thinking multiple-choice questions (**Handout 1**). The purpose of this activity is to facilitate student understanding of various concepts in chapter 2. For each question on this handout, students are asked to indicate which is the best answer and to explain why the alternate answers are incorrect. You may want to assign Handout 2 as homework or as a small group activity. The answers are presented in **Handout 2**.

Discuss the critical thinking questions. For question 1, find out if students know who the "observers" are in the quote. They probably will not know, in which case you will want to explain that they were people who introspected about their mental processes in early perception and cognition experiments.

For question 2, students will appreciate a careful review of the differences between correlational and experimental research; they are apt to see Chi's research as experimental if left to their own devices. They will have little difficulty with the other concepts, but note that Chi's measures do not fit neatly with any of those offered, which may entail some discussion of how to interpret Santrock's catalogue of measures.

For question 3, discuss with your class the notion that assumptions are not always directly expressed, but may be very important motivations in researchers' work. That is, assumptions suggest how to solve problems and lead to choices of methods, techniques, or strategies to solve them. Remember that an inference is a conclusion that is drawn because it is a logical extension of a statement or a fact.

*Logistic*s:

- Materials: Handout 1 (the critical thinking multiple-choice questions) and Handout 2 (answers)
- Group size: Small groups to discuss the questions, then a full class discussion.
- Approximate time: Small groups (15 to 20 minutes), full class discussion of any questions (15 minutes).

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Classroom Activity 8: Critical Thinking Essay Questions and Suggestions for Helping Students Answer the Essays.

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8

Discuss the answers to the critical thinking essay questions (**Handout 3**). The purpose of this activity is threefold. First, answering these questions facilitates students' understanding of concepts in chapter 2. Second, this type of essay question affords the students an opportunity to apply the concepts to their own lives, which will facilitate their retention of the material. Third, the essay format also will give students practice expressing themselves in written form. Ideas to help students answer the critical thinking essay questions are provided as **Handout 4**.

Logistics:

- Materials: Handout 3 (essay questions) and Handout 5 (helpful suggestions for the answers).
- Group size: Individual, then full class.
- Approximate time: Individual (60 minutes), full class discussion of any questions (30 minutes).

Personal Applications

Personal Application 1: Erik Erikson and You.

LO1

The purpose of this exercise is for students to consider their own lives and the lives of their friends and family in terms of Erikson's psychosocial stages of development. Erikson viewed behaviour as the manifestation of an individual's progressive responses to social "dilemmas" that present themselves throughout the lifespan. The direction that people take in dealing with the dilemma at each stage provides the perspective from which they will approach subsequent stages. Examining one's current behaviour can indicate which stage of Erikson's theory an individual is experiencing, as well as provide some insight into how he/she may have responded to previous stages.

Instructions for Students:
What stage of Erikson's psychosocial theory are you currently in? Your friends? Your parents? Provide evidence to support your reasoning.

Use in the Classroom:
Demonstrate how to think through behaviour with regards to Erikson's theory by using yourself as an example. Discuss the current stage of your life, behaviours that reflect your response to the dilemma, as well as memories from past stages and relevant behavioural manifestation.

Personal Application 2: But What Can You *Do* with It?

LO1, LO2

The purpose of this exercise is for students to think about the possible applications of several theories critically. The information-processing approach is very practical in nature, and the text talks about how psychologists actually use it. In their efforts to understand and explain behaviour, theories should serve a greater purpose—that of providing a tool that is useful and meaningful for real-life application to human behaviour.

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Instructions for students:
Familiarize yourself with the theories of Freud, Erikson, and Piaget. Consider practical applications for each.

Use in the Classroom:
To help students see the potential usefulness of each of the theories, begin by having them identify particular behaviours to approach from a practical standpoint. Once they have thought about the area of application, prompt them to identify ways in which these behaviours may be approached, enhanced, used, etc. Lead them through the process of using the tenets and assumptions of the theories to answer questions about, and provide solutions to, issues in human development.

Personal Application 3: Do I Look Like a Pigeon?

LO3

The purpose of this exercise is to get students to understand the process of operant conditioning by employing it themselves. The processes identified by learning theorists are constantly occurring in our everyday lives. We don't realize how much of our behaviour is followed by some kind of reinforcement. The impact of many of these consequences usually affects us only at a subconscious level, but if we are tuned in to their occurrence, the results are very clear. Bandura acknowledged that we are cognitive beings and that not only do we have the ability to self-reward and self-punish, but we do so regularly.

Instructions for Students:
Design an operant conditioning experiment to shape someone's behaviour (yours, your roommate's, your boyfriend's). Identify either a bad habit that you'd like to break or a good new one that you'd like to establish. Write up what you did, identifying your desired or undesired behaviour, your reinforcement, the schedule of reinforcement implemented, and the results. Plan on two to three weeks to carry this out.

Use in the Classroom:
Have students brainstorm the behaviour(s) they'd like to tackle prior to starting the experiment. Provide your own example of something you'd like to change about yourself or your spouse, and how you might go about accomplishing it. Once they've established their plan of action, tell them you will compare results of all experiments in class at the end of the time period allotted.

Research Project Ideas

Research Project 1: Parent-Child Interaction.

LO1, LO2, LO3, LO4, LO5

In this project, your students will observe a parent-child interaction and interpret it according to psychoanalytic, behavioural, and cognitive theoretical approaches. They should go to a local supermarket and watch a mother or father shop with a 2- to 4-year-old child. They should describe the interactions that they observe, including demands on the part of the child, verbal exchanges between parent and child, and ways in which the parent responds to the demands of the child. Then have them answer the questions on **Handout 5**.

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- On what would a psychoanalytic theorist focus in this example? How would the sequence of observed events be explained?
- How would a behavioural psychologist analyze the situation? What reinforcers or punishers characterized the interaction? Did specific things occur that would make a behaviour more likely to occur in the future? Less likely to occur?
- On what would a cognitive theorist focus in this situation? Why?
- What is the child learning in this situation? What does the child already know?

Use in the Classroom:
Have several students present their observations to the class. Are there commonalities to the observations, or is each unique? How would the various theories interpret aspects of the interactions? Do some of the interpretations seem more comprehensive than others? Do some of the interpretations seem more reasonable than others?

Research Project 2: Journal Article Critique.

LO1, LO2, LO3, LO4, LO5

Part of conducting psychological research is reviewing and understanding published research studies. In this research project (**Handout 6**), students will choose one of the topics that will be covered in this course (e.g., play, gender roles, moral development, effects of television) and find a research report in a journal (e.g., *Adolescence, Canadian Journal of Behavioural Science, Child Development, Developmental Psychology, Journal of Marriage and the Family*) on the chosen topic. They should read the article and write a report about the article. Request that they enclose a copy of the research article with their report. In addition to including the main points of the study, they should give their personal reactions to the research findings and address the questions in the handout.

- Can you use the title of the study to identify the independent and dependent variables?
- What did you learn from the introduction section? What is the historical background of the research topic? Which earlier research findings are most relevant to this study? What theoretical explanations are emphasized in this section? What is the hypothesis of the present study?
- What did you learn from the methods section? Who were the subjects? What procedures (e.g., apparatus, directions, assessment tools) were used?
- What did you learn from the results section? What kinds of statistical procedures were used? What did you learn from charts, frequency tables, and bar graphs? What results did the authors say were statistically significant?
- What did you learn from the discussion section? How did the authors interpret their results? Did they provide alternative explanations? Did they talk about the limitations of the research study? What future research studies were suggested?
- What kinds of ideas did this article make you think about? Can you design a similar study on this topic?

Use in the Classroom:
Possible modifications of the project are: (1) assign specific articles to students; (2) have students choose articles all on one topic; (3) have students choose articles from only one journal; (4) have students read two different articles on the same topic; (5) have students read research articles that address a current social issue— e.g., childhood poverty, teenage pregnancy, health care for the aging population—and decide what the research findings would suggest for social policy; (6) have students compare journal reading to textbook reading and magazine reading. Which sections were difficult to understand? Which

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sections of their articles were comprehended? How did the article compare to their expectations? Were their articles based on basic or applied research? What did the students see as the value of their articles?

Feature Films and Videos

In this section of the Instructor's Manual we suggest films that are widely available from local libraries, online rental venues, and films which can be found on the Life Map student CD accompanying the textbook.

Feature Film:

Awakenings (1990)
Starring Robin Williams, Robert DeNiro, Julie Kavner
Directed by Penny Marshall

Based on a true story about neurologist Oliver Sacks who has a ward full of comatose patients who have been in this state for decades. When Sacks finds a possible chemical cure, one patient bravely takes a leap of faith. This patient is now an adult having gone into a coma in his early teens. The film delights in the new awareness experienced by the patients and then the upsets that come when the doctor and his patients must face the consequences of the drug's possible failure, both physically and emotionally.

Website Suggestions

The URLs for general sites, common to all chapters, can be found at the front of this Instructor's Manual under Useful Web Sites. At the time of publication, all sites were current and active, however, please be advised that you may occasionally encounter a dead link.

American Psychological Association (APA)
http://www.apa.org/

American Psychological Society (APS)
http://www.adec.org/

Canadian Psychology Association (CPA)
http://www.cpa.ca

Council for Exceptional Children Online Journals
http://journals.sped.org/

Research Methods Resources on the WWW
http://www.slais.ubc.ca/resources/research_methods/index.html

Office for Human Research Protections (Ethics for Human and Animal Research)
http://ohrp.osophs.dhhs.gov/

PsycSCAN: Developmental Psychology
http://www.apa.org/journals/psd.html

University of Chicago Press Journals
http://www.journals.uchicago.edu/pub-alpha.html

Handout 1 (CA 7)

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Critical Thinking Multiple-Choice Questions

1. Chapter 2 presents several different schools of thought about the appropriate subject matter and methods of life-span developmental psychology. The author of the following quote was most likely a proponent of which of the perspectives below: "I never wanted to use human subjects. I hated to serve as a subject. I didn't like the stuffy, artificial instructions given to subjects. I was uncomfortable and acted unnaturally. With animals I was at home. I felt that, in studying them, I was keeping close to biology with my feet on the ground. More and more the thought presented itself: Can't I find out by watching their behaviour everything the other students are finding out by using observers?" Circle the letter of the best answer and explain why it is the best answer and why each other answer is not as good.

   a. cognitive
   b. behavioural
   c. humanist
   d. psychoanalytic
   e. ecological
   f. bio-ecological

2. Read the following description of a study that compared memory performances of children and adults:

   Do adults remember more than children because they know more about what they are trying to remember? Would children remember more than adults if they knew more than adults did about a topic? These were questions Michelene Chi tried to answer by comparing the memory performances of children and adults with differing levels of knowledge about the information they tried to remember.

   Chi asked children from grades three through eight who were experienced chess players to study either ten numbers or the positions of chess pieces in a chess game for ten seconds. The children then tried to remember all the numbers or the chess positions, after which they studied the items again for ten seconds. The look-recall cycle continued until the children remembered all the items. Memory performance was measured in two ways: The total number of items remembered on the first trial, and the number of trials that were needed to remember all the items. Chi compared the children's performances on both tasks to the performances of adults who were novice chess players. The results suggested that knowledge of to-be-remembered material is important to memory. The child chess experts remembered more chess positions and needed fewer trials to achieve perfect recall than did the adult novices. On the other hand, the adults—who presumably knew more about numbers than the children—outperformed the children in both ways when remembering the numbers.

Source:
Chi, M. T. H. (1978). Knowledge structures and memory development. In R. S. Siegler (Ed.), *Children's thinking: What develops?* Hillsdale, NJ: Erlbaum.

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Which of the following types of studies best describes Chi's research? Circle the letter of the best answer and explain why it is the best answer and why each other answer is not as good.

a. cross-sectional, experimental study using interviews
b. longitudinal, correlational study using standardized tests
c. cross-sectional, correlational study using observations
d. longitudinal, experimental study using questionnaires
e. cross-sectional, experimental study using multiple measures

3. Read the following passage about Jess and his teachers:
Jess and His Teachers

Jess is an eighth-grader at a junior high school in California. At 14 years old, he already weighs 185 pounds. He is the school's best athlete, but he used to get some of his biggest thrills out of fighting. Jess knocked out several fellow students with bottles and chairs and once hit the principal with a stick, for which he received a 40-day suspension from school. Jess's teachers unanimously agreed that he was an impossible case. No one was able to control him. But one week, his teachers began to notice a complete turnabout in Jess's behaviour. His math teacher was one of the first to notice the strange but improved behaviour. Jess looked at her one day and said, "When you are nice, you help me learn a lot." The teacher was shocked. Not knowing what to say, she finally smiled. Jess continued, "I feel really good when you praise me." Jess continued a consistent pattern of such statements to his teachers and even came to class early or sometimes stayed late just to chat with them. What was responsible for Jess's turnabout? Some teachers said he attended a mysterious class every day that might provide some clues to his behaviour change. In that "mysterious" class, a teacher was training students in behaviour modification, which emphasizes that behaviour is determined by its consequences. Those consequences weaken some behaviours and strengthen others.

In an experiment, Paul Graubard and Henry Rosenberg (1974) selected seven of the most incorrigible students at a junior high school—Jess was one of them—and had a teacher give them instruction and practice in behaviour modification in one 43-minute class period each day. In their daily training session, the students were taught a number of rewards to use to shape a teacher's behaviour. Rewards included eye contact, smiling, sitting up straight, and attentiveness. The students also practiced ways to praise the teacher, saying such things as, "I like working in this class where there is a good teacher." And they worked on ways to discourage certain teacher behaviours by saying such things as, "I just have a rough time working well when you get mad at me." Jess had the hardest time learning how to smile. He was shown a videotape of his behaviour and observed that he actually leered at people when he was told to smile. Although it was somewhat hilarious, Jess practiced in front of a camera until he eventually developed a charming smile.

During the five weeks in which the students implemented their behaviour-change tactics, observations indicated that teacher-student interchanges were becoming much more positive. Informal observations and comments after the program ended suggested that positive student-teacher interchanges were continuing. But what happened in the long run? In the case of this experiment, we do not know, but in many cases such behaviour modification interventions do not result in long-lasting changes once the consequences for behaviour are removed (Masters & others, 1988).

Source:
Graubard, P., & Rosenberg, H. (1974). *Classrooms that work: Prescriptions for change.* New York: E.P. Dutton.

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Which of the following statements is most likely to have been the researchers' (Graubard and Rosenberg) assumption about difficult students, rather than an inference or an observation? Circle the letter of the best answer, and explain why it is the best answer and why each other answer is not as good.

a. The difficult students' behaviour was not caused by disturbed personalities or mental abnormalities.
b. The normal reactions of teachers reinforced the disruptive or harmful behaviour of difficult students.
c. Students exerted control over their teachers' behaviour.
d. Students changed the way that they interacted with their teachers.
e. The improved interaction between students and teachers continued for a short time after the students finished their behaviour modification class.

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Handout 2 (CA 7)
Suggested Answers for Critical Thinking Multiple-Choice Questions

1. Chapter 2 presents several different schools of thought about the appropriate subject matter and methods of life-span developmental psychology. The author of the presented quote was most likely a proponent of which of the following perspectives:

    a. Cognitive is not the best answer. The main reasons are that the speaker (a) is mainly interested in animals, and whereas cognitivists typically (though not exclusively) are interested in people, and (b) prefers to focus on observing behaviour. Cognitivists are interested in making inferences about the mind and studying conscious mental activity.
    b. Behavioural is the best answer. The first reason is the speaker's interest in the objective study of behaviour, and the second is the interest in studying animals rather than people. This seems to parallel the development of Skinner's behaviourism—though the speaker is actually John Watson.
    c. Life-span is not the best answer. The main reasons are that the researcher (a) is mainly interested in animals, and (b) says nothing that relates clearly to the seven characteristics of the life-span perspective. For example, the focus of observation is on the "here and now" without reference to the context in which development is embedded; the researcher is delighted to be grounded in biology, to the exclusion of other disciplines.
    d. Psychoanalytic is not the best answer. Psychoanalysts are interested in people and the inner workings of their thoughts. They also do not typically rely on formal observation as a technique for finding things out, preferring instead various forms of clinical interviews or clinical devices for revealing the nature of personality and personality function.
    e. Ecological is not the best answer. Bronfenbrenner's ecological theory is based on an analysis of systems of human behaviour, not the observation of individuals—especially not of animals.

2. Which of the following types of studies best describes Chi's research? Circle the letter of the best answer and explain why it is the best answer and why each other answer is not as good.

    a. A cross-sectional, experimental study using interviews is not the best answer. Chi's study is cross-sectional because it compares children to adults. However, the researcher did not manipulate the independent variables (age, chess expertise), but rather selected subjects who had these characteristics. Finally, the researcher did not interview children about their performance, but rather asked them to remember as many items as they could.
    b. A longitudinal, correlational study using standardized tests is not the best answer. As indicated in "a," Chi used a cross-sectional design not a longitudinal one. Correlational strategy does best describe the research strategy because Chi attempted to show an association (more knowledge is associated with better memory, regardless of age). However, Chi did not use standardized tests to measure performance; this was measured with a recall task designed for the study.
    c. A cross-sectional, correlational study using observations is the best answer. See "a" for cross-sectional and "b" for correlational study. Although the claim that Chi used observations is not exactly correct, this term better fits the kind of research she conducted than the possibilities mentioned in the other answers. One can say that she observed how well children remembered the items by counting the number that they were able to name when asked to remember them.
    d. A longitudinal, experimental study using questionnaires is not the best answer. See "b" for longitudinal and "a" for experimental study. Chi did not measure performance in terms of respondents' written responses to questions they had read.

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a. A cross-sectional, experimental study using multiple measures is not the best answer. See "a" for cross-sectional and experimental. Identifying the measures as multiple measures is not correct because the term implies the use of several different types of measures—for example, combining interviews and questionnaires, or observations, interviews, and standardized tests.

3. Which of the following statements is most likely to have been the researchers' (Graubard and Rosenberg) assumption about difficult students, rather than an inference or an observation? Circle the letter of the best answer, and explain why it is the best answer and why each other answer is not as good.

   a. The answer the difficult students' behaviour was not caused by disturbed personalities or mental abnormalities is the best because it is indeed an assumption. This appears to be a key belief of the researchers who worked with students like Jess. If they had not believed this, they would not have focused on specific behaviours that students could change, which, in turn, might change the way teachers treated them. The statement is not made explicitly in the passage, nor does it seem to be a conclusion of the research, nor is it an observation.
   b. The answer the normal reactions of teachers reinforced the disruptive or harmful behaviour of difficult students is not the best answer because it is an inference based on the following reasoning: The article demonstrated that a change in the students' behaviour produced a change in the teachers' behaviour and that, in fact, the changes reinforced each other. The suggestion is that in "normal" day-to-day interactions, the specific pattern of behaviours that people engage in reinforce and maintain each other. For example, the students report things like, "I have a rough time working well when you get mad at me." In order change behaviour, one has to intervene in this self-maintaining pattern.
   c. The answer students exerted control over their teachers' behaviour is not the best answer because it is an inference or a conclusion that one might derive from the research. The teachers' behaviour changed when the students changed their own behaviour. Since no other factors appear to have generated this change, the inference is that what the students did actually caused the change (controlled it).
   d. Students changed the way that they interacted with their teachers is not the best answer because it is an observation. This is a "fact"—something deliberately done and directly observable. A teacher/trainer taught students to smile, make pleasant comments, and so on. Students' teachers in other classes then noticed these changed behaviors.
   e. The improved interaction between students and teachers continued for a short time after the students finished their behavior modification class is not the best answer as it is an observation. Teachers reported informally after the study that they continued to see pleasant interactions between the so-called problem students and their teachers.

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Handout 3 (CA8)
Critical Thinking Essay Questions

Your answers to this kind of question demonstrate an ability to comprehend and apply ideas discussed in this chapter.

1. Compare and contrast the psychoanalytic theories of Freud and Erikson. Also explain whether Erikson changed psychoanalytic theory in a fundamental way.

2. Explain the Piagetian concepts of organization, adaptation, assimilation, and accommodation. Also indicate how these concepts help explain cognitive change during the development of a child.

3. Compare and contrast the Piagetian and information-processing approaches to cognitive development. Which approach appears to be more "developmental"? Defend your answer using the characteristics of life span development outlined on page 8 of the Introduction.

4. Think about your life during the past 24 hours from the perspective of behavioural and social cognitive theories. Provide at least two examples of how (a) rewards, (b) punishments, and (c) observational learning have influenced your behaviour during this time frame.

5. Explain and evaluate ethological theory by indicating its strengths, limitations, and aspects of development that are not explained by this approach to life-span development.

6. Describe the principles behind Maslow's Hierarchy of Needs and identify the needs on the hierarchy and give an example of how each need is met. Is Maslow's Hierarchy of Needs relevant to your experiences and observations? Why or why not? How might the needs on Maslow's Hierarchy be realized in different parts of the globe?

7. How did the Humanist approach differ from the psychoanalytic approach?

8. Define and distinguish the five systems in Bronfenbrenner's ecological theory. Provide at least two examples of each system by citing aspects from your own personal life.

9. Define *positive psychology* and explain the potential contribution this study of human behaviour.

10. Define *dynamic systems* and based on your own experiences and observations and your understanding of Piaget, describe examples that illustrate this theory.

11. Explain the meaning of an eclectic theoretical orientation to life span development. Evaluate the pros and cons of such an approach.

12. Why are scientists in the emerging field of neuro-psychoanalysis drawn to the work of Sigmund Freud?

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Handout 4 (CA 8)
Ideas to Help You Answer Critical Thinking Essay Questions

1. Start by separately listing characteristics of each theory in a column. Then, match up the concepts that appear in both columns to delineate the similarities. After you have completed the similarities, note the characteristics that appear in only one of the columns to delineate the differences.

2. The Piagetian concepts of organization, adaptation, assimilation, and accommodation are fundamentally understood through the use of examples of cognitive change during childhood. The essence of the concepts themselves is inexorably linked to the processes of development. Thus you may find that beginning with a description of an early cognitive change will clarify your understanding of each concept and enable you to provide a more complete and accurate explanation.

3. Begin by reviewing the main themes of development outlined in chapter 1 and create a graph of the two approaches with regard to each theme. You will then be able to literally visualize the areas in which they converge and differ, and depending on what you find, you can more easily draw your conclusion about their "developmentalness."

4. Our own lives are rich with demonstrations of the processes of behavioural and social cognitive theories. When you identify your own personal experiences with them, it will ensure that you will both understand and remember the basic tenets of these approaches to behaviour. Keep in mind when thinking about the last 24 hours of your life that your example doesn't necessarily have to include your actual *experiencing* of the learning process, but rather much behaviour reflects the *manifestation* or results of that process. Also, always check with your instructor that your personal examples are correct. Cognitive theories and processes can be tricky and, if your example isn't quite right, it can really mislead you.

5. Review the main themes of development outlined on page 8 of the Introduction. Create a chart of the themes and note where ethological theory falls with regard to each. This will provide you with the basis for identifying its strengths and weaknesses, which in turn, will provide you with the answer for what may be missing from this approach.

6. In a country of relative peace and stability such as Canada, Maslow's Hierarchy of needs takes a different form than in countries where government stability and vital resources such as food and water are not as plentiful. Try to visualize yourself in different settings or living under different economic circumstances. Create a chart or diagram which illustrates how your needs may be met under differing circumstances.

7. Personal philosophies as well as societal influences often govern thinking about human nature. None of us, even the most rigorously scientific of us, can escape the historic events that occur in our lifetime, nor can we elude the norms and values of our society. Consider the prevailing historical context in which Freud lived and how that may differ from the context experienced by Maslow and Rogers. Let some of the differences guide your analysis.

8. Examples of concepts and phenomena are not separate and distinct entities from the concepts themselves. Sometimes in order to understand something, we must incorporate the example as part of the explanation—it gives us the ability not only to recognize the nature of the concept itself, but also to identify its importance and contextual impact. Use your examples to guide you in your definitions and delineation of Bronfenbrenner's systems for a more comprehensive coverage of the theory.

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9. Start by explaining why Seligman and Csikszentmihaly initiated *positive psychology,* then explain why you think this may be an important study, what may be learned about human behaviour.

10. Start by defining dynamic systems, then integrate Piaget's concepts of organization, adaptation, assimilation, and accommodation. Then, select examples from your personal experience and/or observations that illustrate this theory.

Begin by re-reading and familiarizing yourself with all of the various theories. Pull them apart piece by piece and decide what aspects *you* think are useful in addressing and explaining human development. What concepts are not effective or are not applicable scientifically? After you have spent time viewing the theories from this perspective, you will then be able to understand both the origin and implementation of eclectic theoretical orientations. You will also have done the legwork to enable you to identify which approach you prefer.

11. Begin by re-reading the opening vignette, "The Legacy of Sigmund Freud" and the Spotlight on Research Box, "The Magic Brain – Neuroplasticity". What are the similarities? What are the differences?

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Handout 5 (RP 1)
Parent-Child Interaction

In this project, you will observe a parent-child interaction and interpret it according to psychoanalytic, behavioural, and cognitive theoretical approaches. Go to a local supermarket and watch a mother or father shop with a 2- to 4-year-old child. Describe the interactions you observe, including demands on the part of the child, verbal exchanges between parent and child, and ways in which the parent responds to the demands of the child. Then answer the questions that follow, referring to your observations.

Child: Age _____ Sex _____
Parent: Age _____ Sex _____

Description:

Questions:

1. On what would a psychoanalytic theorist focus in this example? How would the sequence of observed events be explained?

2. How would a behavioural psychologist analyze the situation? What reinforcers or punishers characterized the interaction? Did specific things occur that would make a behaviour more likely to occur in the future? Less likely to occur?

3. On what would a cognitive theorist focus in this situation? Why?

4. What is the child learning in this situation? What does the child already know?

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Handout 6 (RP 2)
Journal Article Critique

Part of conducting psychological research is reviewing and understanding published research studies. In this research project, you will choose one of the topics that will be covered in this course (e.g., play, gender roles, moral development, effects of television) and find a research report in a journal (e.g., *Adolescence, Canadian Journal of Behavioural Science, Child Development, Developmental Psychology, Journal of Marriage and the Family*) on the chosen topic. Read the article and write a report about the article. Enclose a copy of the research article with your report. In addition to including the main points of the study, give your personal reactions to the research findings.

Questions:

1. Can you use the title of the study to identify the independent and dependent variables?

2. What did you learn from the introduction section? What is the historical background of the research topic? Which earlier research findings are given as most relevant to this study? What theoretical explanations are emphasized in this section? What is the hypothesis of the present study?

3. What did you learn from the methods section? Who were the subjects? What procedures (e.g., apparatus, directions, assessment tools) were used?

4. What did you learn from the results section? What kinds of statistical procedures were used? What did you learn from charts, frequency tables, and bar graphs? What results did the authors say were statistically significant?

5. What did you learn from the discussion section? How did the authors interpret their results? Did they provide alternative explanations? Did they talk about the limitations of the present research study? What future research studies were suggested?

6. What kinds of ideas did this article make you think about? Can you design a similar study on this topic?

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